NEWSLETTER #79

Our spring 2011 newsletter contains a rich variety of themes, ranging from global issues poetry and religion in the classroom to the Tohoku earthquake and democracy in the Middle East. This issue features (1) an article by Sean Banville about teaching current events, (2) an essay by Paul Wicking on the current debate between Christian teachers and critical pedagogy advocates about missionary EFL and religious proselytizing, and (3) a description by Jane Joritz-Nakagawa of how she uses poetry in the EFL classroom to stimulate personal growth and global awareness. We also include special sections on teaching about student protests in Syria, on how English teachers and learners have been affected by the Arab uprisings in the Middle East, classroom ideas for teaching about natural disasters plus a wealth of global education news, events and information.

♦ E-SUBSCRIPTIONS: After 20 years as a paper newsletter, we now offer electronic subscriptions by e-mail. Please let us know if you’d like to try this eco-friendly option!

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Language Education Events

- **Language & Communication through Culture**
  June 22 – 24, 2011  Ryazan State U. (Russia)
  Web: <www.lctcrus.rsu.edu.ru/engindex.html>

- **Asia TEFL: Teaching in a Changing Asia**
  July 27 – 29, 2011  Seoul (South Korea)
  Website: <www.asiatefl.org>

- **Harmony in Diversity: Language and Culture**
  August 23 – 28, 2011  AILA  Beijing (China)
  Website: <www aisla2011 org/en/>

- **PAC 2011 Pan-Asian Conference on ELT**
  Theme:  *ELT in the Age of Globalization*
  November 11 – 13, 2011  Taipei (Taiwan)
  Website: <www.eta.org.tw/en/index.html>

More events listed at: www.conferencealerts.com

Global Education Events

- **World Environmental Education Conference**
  July 19 - 23, 2011  Brisbane (Australia)
  Website: <www.wwec2011.org>

- **2011 Peace Conference of Youth**
  August 22 - 29, 2011  Osaka (Japan)
  Website: <www.pcy.jp/english/index.html>

- **World Peace Festival**
  August 26 - 28, 2011  Berlin (Germany)
  Website: <www.worldpeacefestival.org>

- **Toward a World of Peace and Justice**
  October 21 - 23, 2011  Memphis, TN (USA)
  Website: <www.peacejusticesudies.org>

  More global education events are listed at: www.peace-ed-campaign.org/newsletter/

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2011 Summer Institute for Intercultural Communication

The SIIC will run training workshops in 3 sessions (July 13-15, July 18-22, July 25-29). Topics include

- Teaching Intercultural Communication
- Understanding Global Leadership
- Resolving Conflicts Across Cultures

Intercultural Communication Institute, 8835 SW Canyon Lane, Suite 238, Portland, OR 97225, USA
<ici@intercultural.org>  www.intercultural.org

Teach EFL in Assam, India

*Amida Trust* needs volunteer teachers to teach English in Assam. Contact: simon@amidatrust.com  <www.amidatrust.com>  <www.buddhistpsychology.info/volunteerapplication.html>

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Nature, Art, Language

http://nature-art-language.blogspot.com/

Green Teacher

<www.greenteacher.com>

Nurturing Non-Killing

<http://nonkilling.org/node/16>

Francisco Gomes de Matos  an EFL peace educator in Brazil, has published *Nurturing Nonkilling*, a free book of peace poetry (PDF) available from the Center for Global Nonkilling website above.

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Nature, Art and Language is an innovative EFL course designed by Ray Genet on UNESCO principles to teach global issues, international understanding and action to build a better world.

**Green Teacher** is a dynamic web-site and magazine which offers exciting teaching ideas, activities and resources to help classroom teachers promote environmental awareness in their schools.
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WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

Don’t throw away old textbooks, journals, dictionaries or cassette tapes. Recycle them!

EFL Books Requested for Teachers in Haiti

EFL teachers in Haiti are still recovering from the January 2010 earthquake. Send books to:
Herve F. Alcindor, Mate-Tesol President
84 Avenue Jean-Paul II, Turgeau
Port-au-Prince, Haiti

"Book Aid" South Africa Library Project

Help poor South African kids! Check first to see what’s needed. They’ll mail to South Africa.
Chikako Noda (Japan) <cnoda@email.plala.or.jp>
Website: <www.taaa.jp/english.html>

Vietnam Book Donation Project

Donate materials to teachers in Vietnam! Pay your own shipping costs. Send to Tran van Phuoc
Hue University (Foreign Lgs.), 27 Phan Dinh
Phung, Hue, Vietnam <dhngoainguhue@vnn.vn>

GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

ENVIRONMENTAL PROJECTS

• How to Save Paper in School
  www.wikihow.com/Save-Paper-in-School

• How to Become a Green School
  www.greenschools.net/

CLASS OR SCHOOL EVENTS

• Sponsor a Child Overseas
  http://plan-international.org  www.plan-japan.org

• Work to End World Hunger (click “take action”)  
  http://actfast.oxfamamerica.org/  

• Raise Funds to Help Eliminate Landmines
  www.icbl.org  www.jcbl-ngo.org

• Start a School Human Rights Club
  www.amnesty.ca/youth/get_involved/
EFL/ESL and Environmental Education: Eco-Applied Linguistics in Cameroon
by Carlous Muluh Nkwetisama (Moroua Univ.)
<muluhcarlous@yahoo.com>
This article discusses the challenges of integrating environmental education into English teaching, and suggests ways in which EFL teachers can promote environmental awareness in Cameroon. The article starts by outlining the aims of environmental education and the rationale for teaching global issues in language classes. The author notes that, despite the presence of environmental themes in school texts in Cameroon, most teachers limit themselves to teaching the language, not raising environmental awareness. The article argues that Cameroon teachers can play an important role in promoting environmental protection, through the creation of teaching materials on environmental themes and a task-based approach which promotes critical thinking and sustainable development.

World Journal of Education Vol. 1/1 April 2011
Available on-line at <www.sciedu.ca/wje>

21st Century ‘Pen’ Pals
by Linda Adams
This article discusses how technology can help students to communicate with people around the world. It looks back at traditional school penpal programs and overseas visits that involved letters to Germany or class excursions to France. With modern technology, such exchanges are no longer restricted to face-to-face visits. The Internet and other tools provide learners with a wealth of options to speak with people from other countries who are eager to learn English. Cheap overseas phone rates and external mikes make it possible for learners to make (and record) conference calls to youth in foreign countries. Skype allows cheap calls via Internet video for small group interaction. For larger class-to-class communication, international video conferencing with schools overseas allows large group interactions. The full article is available on-line.

“21st Century ‘pen’ pals” in EL Gazette #374
March 2011, UK. <www.elgazette.com>

ESL Website Blocked in Saudi Arabia
The English teachers’ website Dave’s ESL Café found its Saudi Arabia job discussion forum blocked for over three weeks this January after the Saudi government’s Communications and Information Technology Commission took over “supervision” of the Internet in the kingdom. The forum discusses topics such as Saudi visas, Saudi employers to avoid and challenges facing women teachers in the country. Forum contributors speculated the block may have been triggered by an article in the Saudi Gazette newspaper that criticized the “anecdotal evidence” on the website.

“Saudi EFL Cyberwar” in EL Gazette #374 March 2011, UK. <www.elgazette.com>

Superman Becomes Global Citizen
Famed cartoon hero Superman will hand in his US passport and finally become a world citizen. He made the surprise announcement in Action Comics No. 900. “Truth, justice and the American way is not enough anymore,” said the Man of Steel. "I intend to inform the United Nations that I am renouncing my US citizenship. I’m tired of having my actions construed as instruments of US policy. I’ve been thinking too small. I realize that now.” DC Comics publishers Jim Lee and Dan Didio said that, despite the global outlook, the character will always be a red-blooded American at heart. "Superman is a visitor from a distant planet who has long embraced American values. As a character and as an icon, he embodies the best of the American Way. In Action Comics #900, he announces his intention to put a global focus on his never ending battle, but he remains, as always, committed to his adopted home and to his roots as a Kansas farm boy from Smallville, USA."


Shin-Eiken Association
<www.shin-eiken.com>

Shin-Eiken is a national high school English teachers’ association in Japan which actively works to promote humanistic education, peace education, global education and international understanding. See their Japanese website or subscribe to their Japanese magazine Shin Eigo Kyōiku.
NEWS FROM LANGUAGE TEACHING ORGANIZATIONS

JALT 2011 National Conference
Nov. 18 – 21, 2011  Tokyo, Japan
<http://jalt.org/conference>

The 2011 conference of the Japan Association for Language Teaching (JALT) will be held Nov. 19 – 22 on the theme Teaching, Learning, Growing. JALT’s Global Issues SIG is preparing an exciting set of presentations. More info in our next issue.

KoTESOL Conference
Oct. 15 – 16, 2011  Seoul, Korea
<www.kotesol.org>

Korea TESOL will hold its national conference on October 16–17 in Seoul on the theme Pushing Our Paradigms; Connecting with Culture. Take this chance to submit a proposal on a global theme

• Deadline for submissions:  June 10, 2011

Summer Conferences in Japan

• Asian Conference on Lg. Learning (ACLL)
  June 10-12, 2011 at the Ramada Osaka Hotel
  Website:  www.acll.iafor.org/

• Engaged Pedagogy Association (EPA)
  July 3, 2011 Daito Bunka University, Tokyo
  Submission Deadline: May 31, 2011
  epajapan@gmail.com http://epajapan.jimdo.com

• Shin Ei-ken National Conference
  Date: July 30 – Aug. 1, 2011 in Handa (Aichi)
  Website: www.shin-eiken.com

Int’l Association of Teachers of English as a Foreign Language
Darwin College. University of Kent, Canterbury. Kent CT2 7NY. UK
<www.iatefl.org>  <generalenquiries@iatefl.org>

IATEFL 2012 CONFERENCE
IATEFL’s 46th international UK conference will be held next spring from March 19 – 23, 2012 in Glasgow, Scotland. Why not submit a proposal?

• Submission Deadline: September 17, 2011

IATEFL’s Global Issues SIG (GI-SIG)
Chair:  Claudia Connolly <GISig@iatefl.org>
Website:  http://gisig.iatefl.org/
Social network: http://global-issues.ning.com/

Key Internet Websites on Global Issues and Language Teaching

JALT Global Issues SIG  (Japan)
www.gilesig.org

IATEFL Global Issues SIG  (UK)
http://gisig.iatefl.org/

TESOL’s Social Responsibility IS  (USA)
www.tesol.org  (search for “SR-IS”)

Korea TESOL Global Issues SIG  (Korea)
www.kotesol.org/GiSIG  (new address)

Teachers of English to Speakers of Other Languages
1925 Ballenger Ave, Suite 550,
Alexandria, VA 22314-6820 USA
E-mail <info@tesol.org>  Web: <www.tesol.org>

TESOL 2012 CONFERENCE
TESOL’s 46th international conference will be held from March 28–31, 2012 in Philadelphia, USA on the theme A Declaration of Excellence.

• Deadline for Proposals:  June 1, 2011
• Details:  www.tesol.org

Social Responsibility Interest Section (SR-IS)
TESOL’s new Social Responsibility Interest Section (SR-IS) invites global teachers worldwide to join it. If you’re a TESOL member, please make sure to make this your primary interest section.

SR-IS Chair:  Earlene Gentry (USA/Egypt)
<gentryearlene@yahoo.com>

Don’t forget to renew your Global Issues

MEMBERSHIP / SUBSCRIPTION

JALT Members:  ¥1,500 per year
Non-JALT:  Japan  ¥2,000 per year
            Overseas  US $15 per year

Conference Information

* www.conferencealerts.com/language.htm
* www.jalt-publications.org/tlt/confcal/
Current Events In The Classroom

News is everywhere. It affects us all. Sometimes we’re even part of it. It’s so ubiquitous in our lives, for teachers and students alike, that perhaps it should be in classrooms a little more.

What Is News?

The Dictionary.com definition for news runs as follows (the brackets are mine):

- a report of a recent event; intelligence; information (that interests us and touches or affects our lives)
- the presentation of a report on recent or new events in a newspaper or periodical or on radio or TV (or the Internet or by word of mouth that interests us and touches or affects our lives)
- a person, thing, or event considered as a choice subject for journalistic treatment; newsworthy material (who or which interests us and touches or affects our lives)

News ranges over all levels from global to local to individual: world news, international news, regional news, national news, local news...

Then of course, there’s really important news such as family news, personal news, school news, course news, class news, teacher's news...

News seems to be everything: sports news, business news, science news, technology news, education news, entertainment news, health news, celebrity news, politics news, motoring news, lifestyle news, cooking news, news of the arts, book news, food news, agriculture news, mining news, space news, home and garden news, job news, economic news, disaster news, Hollywood news, Bollywood news, traffic news, weather news, travel news, industry news, weird news...

And news seems to be everywhere: TV, radio, the Internet, MSN, Yahoo, RSS, Google Alerts, newsletters, news-sheets, headlines in the street, billboards, giant TV screens at train stations, airport departure lounges, coffee shops, airplanes, hanging on doors of hotel rooms every morning, sold in train stations, overheard conversations on the bus, chats with friends...

Why News is Useful in the Classroom

1. Relevance - Students like things that are relevant to their lives. A lesson on news about their local town, a teacher they know or something they asked about yesterday would perhaps be more relevant than the reading on page 38 of their textbook. News content in the classroom can help redress the “relevance balance” of (dare I say it) boring, irrelevant, culturally non-sensical texts. News can be motivating, interesting, and relevant. Because of its relevance, students are likely to have encountered the news in their L1 and bring a background knowledge to the classroom.

2. Magnitude and impact - Big news stories get students talking in their own languages. Powerful stories get the whole world talking. Such content provides for a dynamic classroom. It could be either world news or college news.

3. Informational value - We get a lot of our information about each other and the world around us from the news. Information gathering and sharing is part of who we are. Students like doing this in class. Furthermore, it can encourage further reading/listening/watching of news stories in English and/or their L1.

4. Reference to someone famous or important - People like talking, speculating, gossiping, criticizing, attacking, defending and idolizing people in the news. Why not let all this happen in class? Students love (or hate) reading and hearing about the latest people in the latest stories, fashions, sports, crimes, goings on...

5. Continuity - It seems the same news just keeps happening. This is great to recycle vocabulary, work on recurring concepts and ideas for a second or third time, build up students’ schemata, etc. It should also motivate students to find out more about the stories in their own language. There is ample chance for the teacher and students to revisit and follow up on news.

6. Recentness - We’re hungry for news. We need to know now. And so do students. BBC says: “Be the first to know”. CNN says: “As the news breaks, watch it on CNN”. News is living history that becomes part of our everyday lives.

7. Emotional interest - News touches our every emotions: it interests, absorbs, shocks, elates, horrifies, amuses, disturbs, calms, titillates us. It fills us with joy, pride, anger, pessimism, optimism, hope, inspiration, trepidation. We will it to happen. We will it to stop happening.
8. **Intellectual interest** - We like to think that we’re experts. Students do, too. Discussing news items in English gives them confidence in their learning. There may be a “prestige” factor for some students, especially at lower levels, of being able to negotiate news media in English.

9. **It empowers conversation** - “What’s the latest on...?” or “Have you heard...?” These are two (among many) very common and natural conversation starters. Students in class will naturally respond to the very authentic and everyday act of receiving real news, which can initiate authentic and engaged conversation.

10. **It provides a sense of oneness with the world** - We all like to know what’s happening both in our own backyard, with the people we know, as well as what’s happening on the other side of the world. News gives us a foothold into feeling part of our world. It fuels and feeds our desire to keep up to date.

“Much has been said on the utility of newspapers; but one principal advantage which might be derived from newspapers has been neglected; we mean that of reading them in schools.”

The *Portland Eastern Herald* (June 8, 1795)

“News is history in its first and best form, its vivid and fascinating form... History is the pale and tranquil reflection of it.”

Mark Twain (1906)

“Current events provide authentic learning experiences for students at all grade levels.... In studying current events, students are required to use a range of cognitive, affective, critical thinking and research skills.”


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**2011 Pan – SIG Conference**

May 21 - 22, 2011 Shinshu University

http://pansig.org/2011/

This 2011 Pan-SIG conference, sponsored by 22 JALT Special Interest Groups, will be held May 21-22 in Nagano on the theme *Discovering Paths to Fluency.* Make sure to attend! Sample sessions:

- Critical Thinking and Political Awareness
- Content Teaching via Global Issues Materials
- Global Issues Posters for Freshmen Students
- *Kamishibai* Stories: Japan and the Philippines
- Intercultural Training for Exchange Students
- Multinational Workshops for Global Leaders

Time: Saturday & Sunday (9 am - 5 pm each day)
Cost: JALT= 8,500 yen, non-JALT= 10,000 yen
Venue: Shinshu University, Matsumoto City

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**Peace Education Summer Seminar**

August 13 - 15, 2011 Saitama, Japan

*Theme: Creating a Culture of Peace*

This summer’s *International Institute on Peace Education* (IPE) has been postponed. Instead, the *Global Campaign for Peace Education in Japan* (GCPEJ) will hold a 3-day seminar August 13-15 at the National Women’s Education Center in Saitama. Plan to attend or submit a proposal!

Cost: 12,000 yen (for 2 nights room + 5 meals)
Proposal deadline: May 31, 2011

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**Peace as a Global Language (PGL 2011)**

Oct. 22 - 23, 2011 Konan University

www.pgljapan.org/

This fall’s *Peace as a Global Language* (PGL) conference will be held in Nishinomiya (near Kobe) on the theme *Peace Without Boundaries.* The Call for Papers is now out and proposals invited from all interested in working for peace. PGL 2011 will offer an exciting set of sessions on peace themes plus a photo exhibit, a student peace banner workshop and a *Table for Two* Peace Banquet to support the underprivileged around the world. Come and learn how peace education translates to peace activism and social change! Plan to attend or to submit a proposal!

Place: Konan CUBE, Nishinomiya City, Hyogo
Proposals: Specify the type of session you wish
- paper (30 mins), workshop (60 mins), poster
- send a title, 50-word bio & 200-word abstract
- send submissions to: <pql2011@gmail.com>

Proposal deadline: July 18, 2011

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**Gender Awareness in Language Education**

May 28, 2011 Kyoto University

JALT’s *Gender Awareness in Language Education* Special Interest Group (GALE) will hold a 1-day conference on the theme *Exploring Gender and its Implications* May 28 in Kyoto.

Cost: Members = 2,000 yen Others = 3,000 yen
Details: GALE website: <http://gale-sig.org/>
1. PROTESTS IN SYRIA: Walk around the class and talk to other students about the protests in Syria. What do they know? Change partners often. Share your findings with your first partner.

2. FREEDOMS: Complete this table with your partner(s). Change partners and share what you wrote. Change and share again.

<table>
<thead>
<tr>
<th>Freedom</th>
<th>What is it?</th>
<th>Your country</th>
<th>Do you need more?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political freedom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious freedom</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Economic freedom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom to travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom of the press</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom to assemble</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. DEMOCRACY: Student A strongly believes democracy will come to Syria in the next few years. Student B strongly believes it won’t. Change partners and talk about your conversations.

4. ASPIRATIONS: What are yours? Rank these from 1 to 4, then share your rankings with your partner. Change partners and share again.

   _____ a long life   _____ to speak English fluently   _____ world peace   _____ lots of money

5. PROTEST: Spend 1 minute writing down all the words you associate with the word ‘protest’. Share these with your partner(s) and talk about them. Together, put the words into categories.

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**SYRIA PROTESTS GETTING BIGGER**  (April 16, 2011)

Tens of thousands of pro-democracy protesters demonstrated in the Syrian capital, Damascus, and other cities on Friday. There were many clashes with security forces, who used tear gas and batons to disperse the crowds. The demonstrators called for reforms and greater freedom, including the end of the five-decade-old emergency law, which bans public gatherings of more than five people. Some demanded the overthrow of President Bashar Al-Assad. Friday’s unrest is the biggest since people first took to the streets in the southern city of Deraa on the 15th of March. Unlike in earlier protests, Syria’s security forces did not use lethal force. They fired their guns into the air instead of on crowds.

U.S. Secretary of State Hillary Clinton called on President Assad to stop using excessive force against protesters, saying: "We call on the Syrian authorities once again to refrain from any further violence against their people....The Syrian government has not addressed the legitimate demands of the Syrian people. It is time for the Syrian government to stop repressing their citizens and start responding to their aspirations." Mr Assad has promised some concessions and formed a new government on Thursday. He also announced an amnesty for many protestors detained in the past month. The Syrian leader blames the recent violence on armed gangs and has vowed to clamp down on any further unrest.
1. **SYNONYM MATCH:** Match the following synonyms from the article.

<table>
<thead>
<tr>
<th>1. protesters</th>
<th>a. fights</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. clashes</td>
<td>b. deadly</td>
</tr>
<tr>
<td>3. disperse</td>
<td>c. prohibit</td>
</tr>
<tr>
<td>4. ban</td>
<td>d. demonstrators</td>
</tr>
<tr>
<td>5. lethal</td>
<td>e. break up</td>
</tr>
<tr>
<td>6. called on</td>
<td>f. dealt with</td>
</tr>
<tr>
<td>7. refrain from</td>
<td>g. hopes</td>
</tr>
<tr>
<td>8. addressed</td>
<td>h. stop</td>
</tr>
<tr>
<td>9. aspirations</td>
<td>i. imprisoned</td>
</tr>
<tr>
<td>10. detained</td>
<td>j. asked</td>
</tr>
</tbody>
</table>

2. **TRUE / FALSE:** Mark the sentences below true (T) or false (F) based on the article.

a. ________ Hundreds of thousands of protestors gathered in Damascus on Friday.

b. ________ Security forces did not use tear gas or batons on the crowds.

c. ________ This was the largest protest in Syria since unrest began in mid-March.

d. ________ The police used their guns but did not shoot into the crowds.

e. ________ America’s Secretary of State asked Syria’s leader to stop the violence.

f. ________ Syria’s leader has promised his people some reforms.

3. **PAIR DISCUSSION QUESTIONS**

**STUDENT A**  (Don’t show these questions to student B)

a) What did you think when you read the headline?

b) What do you know about the current protests in Syria?

c) What do you think of the protestors?

d) Would you take to the streets if you were in their shoes?

e) Why do you think Syria has had emergency rule for nearly 50 years?

f) Why doesn’t Syria allow five people (or more) to gather in the streets?

g) Do you think President Bashar Al-Assad is worried?

h) Is Syria changing tactics by not firing on protestors?

**STUDENT B**  (Don’t show these questions to student A)

a) Do you think President Bashar Al-Assad cares what Hillary Clinton says?

b) Do you think the U.S. should speak up more about unrest in other countries?

c) What would make you demonstrate in your country?

d) What is the recent history of protests in your country?

e) How does a change of government ministers make people happy?

f) Do you think armed gangs are responsible for the unrest in Syria?

g) Isn’t dialogue better than clamping down on street protests?

h) What questions would you like to ask Syrian President Bashar Al-Assad?

**HOMEWORK**

1. **Vocabulary Extension:** Choose several words from the text. Use a dictionary or Google search to build up more associations / collocations of each word.

2. **Internet Research:** Search the Internet and find out more about the protests in Syria. Share what you discover with your partner(s) in the next lesson.

3. **Make A Poster:** Make a poster about the protests in Syria. Show your work to your classmates in the next lesson. Did you all have similar things?

4. **Magazine Article:** Write a magazine article about people who have taken to the streets in Syria. Include imaginary interviews with people who are for and against the protests. Read what you wrote to your classmates in the next lesson.

5. **Write a Letter:** Write a letter to President Bashar Al-Assad. Ask him three questions about the protests in Syria. Give him three pieces of advice. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.
Reports of EFL Teachers and Students in the Arab Democracy Uprising

**Egypt**  
**Moment of History**  
Nagwa Kassabgy (EgyTPESOL)  
For 17 days, from January 25 to February 12, the world watched as momentous events unfolded in Egypt. As an English teacher, I listened with pride to the thousands of young Egyptians being interviewed by international correspondents as they articulated their ideas and demands so admirably in English. Truly amazing! The youth of Egypt used their technological and English language skills as tools to bring about that ‘moment of history’ in Egypt.  
**Source:** EL Gazette #375 April 2011

**Thoughts After the Egyptian Uprising**  
Nick Rowlands (EFL teacher, Cairo)  
Mubarak – brutal dictator of Egypt for 30 years – is gone. Because millions of ordinary Egyptians said _khalaas_, enough is enough. People of all ages and all walks of life stood up to be counted, put their lives on the line to face down a police state no-one believed could be defeated. And they won. Peacefully, with a sense of solidarity that was both inspiring and humbling to observe.  
**Source:** http://matadornetwork.com/

**Effects of the Uprising on Egyptian Students**  
Ayat Towel (EFL teacher)  
In English class, my students kept asking the English equivalent of Arabic words such as _curfew, tank, regime, constitution, tear bombs, martyrs, armed forces_. They were very proud of themselves and had greater respect to the Egyptian flag. They organised Facebook campaigns to clean the streets of their neighborhood to show their love to the country and to show that they can do something. I think their sense of responsibility is better as they have confidence that they can make a change in their future and in the future of the country. They are more aware of politics and have become more interested in the news. A common effect of the revolution is that students asked for changes in school as they wanted to change their uniform, class schedule, canteen prices. They wrote down their suggestions and submitted it to the school owner!! I’d like to quote David Deubelbeiss: “Teach how the powerless should meet power and that every person counts.”  
**Source:** http://larryferlazzo.edublogs.org/category/hot-spot-interviews/

**Tunisia**  
**After the Tunisian Revolution**  
Hamdi Erestreams (EFL Teacher)  
I was very happy to feel free for the first time. It took us days to come to terms with the event. Pupils were part and parcel of that young blessed generation who shared in fighting for freedom via social media and daily protests. Our love for our country grew stronger. The events in Tunisia show that evil can never prevail. Sooner or later the good shall supersede. If justice is not the very foundation of governance, nothing can stand. The will of the people can never be vanquished. The Tunisian Revolution is a universal lesson to the tyrants of the world.  
**Source:** http://larryferlazzo.edublogs.org/category/hot-spot-interviews/

**Syria**  
**Syrian Students Protest**  
A protest by Syrian students at Damascus University turned violent on April 11th when security forces raided the gathering, killing one student. Video footage showed security forces beating protesters. "The Syrian people are one!" the students shouted. In Aleppo, 500 students took to the streets and clashed with security forces at Aleppo University's Faculty of Literature where they expressed solidarity with the victims in Daraa and Banias.  
**Sources:** www.cbsnews.com www.english.rfi.fr

**Bahrain**  
**High School Student Protests in Towns Around the Country**  
Boys' and girls' high schools broke out into anti-government protests across Bahrain on March 1. Students in the towns of Isa, Hamad and Jidhafs marched out of school in mid-day in support of democracy protesters. Schools in Isa demanded the resignation of the Minister of Education and vented their anger on the volunteer teachers’ scheme put in place when regular teachers went on strike in support of the protesters and fallen martyrs. Some viewers expressed their frustration at the students, saying they should focus on their studies rather than protesting. “It is a teacher’s responsibility to guide students to live in peace and harmony, not to promote division in society,” wrote one.  
**Source:** http://globalvoicesonline.org/
"Sharing Your Belief" or "Bible Bashing"?
The debate between Christian and Critical English Language Educators
by Paul Wicking  (Meijo University, Nagoya, Japan)

Introduction
Christian missionaries have been involved in the EFL profession for centuries. In various regions of the globe, they have engaged in English language instruction with a view to converting their students to the Christian faith. These missionary endeavors have been criticized as ‘cultural imperialism’ by many, yet it cannot be denied that local populations have benefited in many ways from missionary activities.

Japan is in no way different to the rest of the world when it comes to this issue. Christians have engaged in EFL as a means of evangelism for over a century. Even now, there is a heavy Christian presence in English classrooms all the way from Hokkaido down to Okinawa. We have no concrete figures on the numbers of missionaries engaged in EFL, but the most reliable source estimates that 3,500 missionaries currently work in Japan (Operation World, 2010). Of these, native speaker missionaries number 1,477 from the USA, 76 from the UK, 74 from Canada and 50 from Australia.

We cannot say that each of these missionaries teaches English, but it is safe to assume that the majority do. There is no concrete data to support this, except my own experience. I’ve personally met and spoken to 15 full-time missionaries from all over Japan. Of those, only two had never been involved in evangelism through English lessons.

In addition, there are a number of Christian English teachers engaged in secular work at eikaiwa schools and cram schools, elementary and high schools, colleges and universities, who have some commitment to spreading their faith.

Despite this significant Christian presence in Japan, there is a virtual absence of recognition from the professional ELT community. There is no dialogue concerning religious belief and ELT, no research into missionaries using English classes as a tool for conversion, and no debate about the relationship between mission and eikaiwa (teaching English). On the global stage, this dialogue concerning values-based teaching has been mostly conducted between those of the critical pedagogy (CP) camp, and those in the Christian English teachers (CET) camp (Canagarajah & Wong, 2009).

The ELT community in Japan would benefit greatly from some discussion of this issue. Christian and non-Christian English teachers have a lot to gain by exploring the issue of faith and belief in teaching practice. It is hoped that this article can shed some light on an important global issue in EFL that has been largely ignored in Japan.

Criticisms from Critical Pedagogy
Those in the critical pedagogy school maintain that all classroom interactions are bound up with issues of power and dominance, and that no classrooms are ‘value-free’. Therefore, teachers need to make efforts to ensure that students are empowered and liberated, not exploited and dominated. Some scholars have been strident in their critique of teachers who attempt to ‘win’ students into their religious beliefs. Their criticism can be summarized into four main arguments.

1. Evangelism by stealth.
Julian Edge (2003) asserts that Christian missionaries often engage in evangelism by ‘stealth’. They frequently move into countries hostile to Christianity under the pretext of teaching English, and attempt to win converts covertly. In other words, there is an absence of transparency.

“Transparency, I suggest, enables learners and, where appropriate, their parents, to make informed judgments about the conditions under which English lessons are on offer. If such transparency is to be ruled out for tactical reasons, and the argument is that the end (saving souls) justifies the means (deception and manipulation), then I am simply bewildered, and finally repelled, by the morality of the stance being taken.” (pg 705).

In this view, CETs act like wolves in sheep’s clothing: pretending to be honest English teachers, when their goal is to ‘deceive and manipulate’ students into attending an evangelistic crusade.

2. English as ‘bait’
A second strong criticism of CETs is that they use English as ‘bait’ to lure students (Pennycook, 2003). As local people are unlikely to walk into a church off the street, cut-price or free English classes are used to lure potential converts. This means students of a lower socio-economic status who are unable to afford big secular schools are more ‘vulnerable’.

3. Lack of qualifications
A third argument concerns the lack of ELT qualifications of many missionaries (Pennycook,
As their primary goal is to win converts, they are unconcerned with issues of professional practice. Therefore, the standard of the whole ELT industry is lowered by these unqualified teachers.

4. Colonialism
A fourth critique is that CETs are (witting or unwitting) tools of colonial powers seeking to dominate foreign peoples. Pennycook writes:

“The legacy of missionary linguists is a world in which a particular view and use of language has been promoted under the guise of Christian proselytizing. Christian missionaries have played crucial roles not only in assisting past and current forms of colonialism and neocolonialism, not only in attacking and destroying other ways of being, but also in the language effects their projects have engendered.” (Pennycook, 2005: 153)

Accordingly, CETs are not only guilty of pushing their own brand of religion onto local populations, but also their culture, politics and all the other baggage that goes with colonialism.

The Response from Christian Educators
The response from CETs to each criticism will be considered, in light of the Japanese context.

1. Concern for transparency
In reply to Edge’s charge of ‘stealth evangelism’, Griffith writes:

“As to disingenuous Christian evangelism, I think most Christians in the field share Edge’s concerns for transparency. I know that I share them—I routinely identify myself as a Christian to new classes, but I bend over backward not to proselytize through my teaching. I’ve never had a student complain of pressure to adopt my perspective, and I hope I never do. If Christians lure students to evangelistic English classes without being up front about the purpose, that’s wrong.” (Griffith, 2004: 714).

Purgason (an influential Christian ELT trainer) writes: “I must say very plainly that I do not advocate direct evangelism in the classroom. It violates the teacher-student trust relationship. To preach to a captive audience who came expecting something else is unethical.” (Purgason, 1998: 35).

It cannot be denied that some Christian mission agencies are bold and unapologetic about using ELT as a pretext for covertly entering nations hostile to Christianity. However, these nations are few in number, as are such agencies. In Japan, this is a non-issue. Missionaries are allowed to enter Japan on missionary visas, and there is nothing to be gained by operating covertly.

A related issue to transparency is whether CETs should acknowledge their faith at all. Brown believes not: “It is important that the teacher's personal opinions or beliefs remain sensitively covert, lest a student feel coerced into thinking something because the teacher thinks that way.” (Brown, 2004: 24). However, it is not possible for teachers to leave their beliefs at the classroom door. Teachers often ask students for their beliefs and opinions on different issues, and encourage discussion of these in class. For teachers to keep their own beliefs hidden, while expecting students to be honest and open, is highly duplicitous.

2. Delivering what you promise
Rather than use English as ‘bait’ to lure locals into church, CETs insist that EFL classes be taught to a consistently high standard. Donald Snow, a well-respected ELT trainer and Christian, writes: “CETs should view the quality of their teaching as the primary means through which they bear witness to God and share his love with students… [It’s important that] CETs be genuinely concerned with their students’ well being, academically and in general, and make a serious effort to understand students and meet their needs.” (Snow, 2001: 66).

For a sincere Christian EFL teacher, delivering quality education is of paramount importance. In Japan, many churches hire short-term missionaries to teach EFL. Often, following these classes, there will be a short bible study given by the missionary or pastor. However, these remain separate from the actual English class. During the 45 minutes when students are studying eikaiwa, the primary objective of the CET is to deliver a quality lesson that meets students’ needs. Rather than ‘bait’, students are getting exactly what they expected.

3. Qualifications are important
Although it is true that some mission agencies send out untrained volunteers without any qualms, the majority of mission organizations recognize the need for proper training. Purgason notes that without adequate training, “you may feel you are cheating your students who expected ‘real’ teaching, you will soon burn out from the effort of inventing the wheel again and again, and you will not have energy left for other ministry goals.” (Purgason, 1998: 34). At both the practical and moral level, the dominant voices in Christian ELT recognize that suitable qualifications are crucial.

In Japan, it is undeniable that some Christian groups employ undertrained staff in ELT positions. However, this is not limited to the Christian community. Small and large eikaiwa schools often employ any native speaker with a generic university degree, as do schools and universities.
This is an issue for the ELT industry in Japan as a whole, and there is no reason why Christian groups should be specifically targeted for criticism.

4. A separation of Christianity and culture

Christian missionaries increasingly recognize the importance of separating ideas of “the West” from that of Christianity. Snow advises: “As CETs have occasion to discuss Christianity, they should also make it clear that the Western chapter of the history of Christianity is only one part of the story and that the Christian faith has always been and continues to be a part of the lives of many outside the West.” (Snow, 2001: 75). This is particularly pertinent in the 21st century, which has witnessed the boom of Christianity in the two-thirds world, and the steady decline of Christianity in the West.

Missionaries have nothing to gain by allying Christianity with notions of ‘the West’ in general and with English in particular. As Seargeant’s research shows, after decades of English in Japan, it still remains essentially ‘foreign’, and situated as ‘the other’ in the Japanese mindset (Seargeant, 2009). Any attempts at combining Christianity with notions of ‘English’ and ‘the West’ are likely to have mixed results for the missionary.

Towards a deeper understanding

The issue of religious belief and ELT is multifaceted and complex. I am well aware this brief article only scratches the surface, and raises more questions than it answers. But there are some issues CETs and their critics need to keep in mind.

Christians engaged in the ELT profession need to take transparency seriously, and make efforts to be open and honest about their activities at all times. If they truly care for their students, they will commit themselves to getting proper training and qualifications, in order to teach classes of a consistently high standard. Critics of Christian missionaries need to accept that a majority of CETs do not engage in ‘stealth evangelism’, and are seriously concerned about meeting student needs (in this case, their need to learn English).

Both camps should acknowledge common goals. As post-positivistic educators, CETs and their CP critics share a belief in empowering students and helping to develop moral values. Canagarajah, who sees himself as having a foot in both CET and CP camps, writes:

“I am committed to sharing my perspectives with others, constantly examining our mutual positions in a respectful manner, challenging ourselves to move to higher moral and spiritual grounds, thus ceaselessly transforming personal lives and social relations. To use the jargon of the insiders in both camps, such a practice is evangelizing from the Christian tradition or conscientization from the critical position.” (Canagarajah, 2009: 86).

I believe all ELT professionals in Japan want to see their students grow and mature, not only as proficient English users, but also as human beings. An open, honest discussion of these issues, leading towards a deeper understanding of the role of faith in the classroom, can help us to achieve this end.

References


Paul Wicking is a lecturer and coordinator at Meijo University. He has degrees in theology and applied linguistics. His research interests include critical pedagogy and values-based EFL education.

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E-mail: <wicking@meijo-u.ac.jp>
News and Resources Concerning the Tohoku Earthquake

**Message From JALT**  <www.jalt.org>

All JALT members are deeply saddened by the recent earthquake, tsunami and consequent problems that have devastated northeastern Japan. The series of natural disasters that began on March 11, 2011 are affecting all of us and will continue to do so in the months to come. Many of our members live and work in the affected area; our prayers go out to them, their families, and everyone affected by this horrible catastrophe. There is so much that needs to be done for the victims of these disasters, and we hope to help JALT members find ways of helping individually and as an organization. Please check our website as we will post updates and additional information on what JALT is doing as it becomes available.

The JALT Board of Directors
Japan Association for Language Teaching

**AJET Tohoku Relief Efforts**  <http://ajet.net/>

The Association for Japan Exchange and Teaching (AJET) is involved in various initiatives such as:
- an AJET Relief Fund to support Tohoku JETs
- a Fruit Tree Project set up by Volunteer Akita
- support for Smile Kids Japan and Living Dreams

**Tohoku Relief Websites**
- Japanese NGOs Active in Tohoku Relief  www.janic.org/details_of_activities.php
- Japan Volunteer Website  http://japanvolunteers.wordpress.com/

**On-line Teaching Ideas and Activities**
- 20 Ways to Teach about the Disaster in Japan  http://learning.blogs.nytimes.com
- Lesson Plan: Earthquake Tsunami in Japan  www.edvoices.com
- Teaching about the Disaster in Japan  www2.scholastic.com
- Teaching L2 Learners about Japan’s Disaster  http://esl-voices.com
- Quake Stories (Reports from Students in Japan)  http://quakestories.wikispaces.com

**EFL Teaching Resource**
- Natural Disaster chapter in Global Stories book  http://info.nellies.jp  (Search: “Global Stories”)

**Message From JACET**  <www.jacet.org/>

On behalf of JACET, I express my deepest condolences to the victims and their families. My sympathy goes to the survivors of this catastrophe, the countless people who lost their homes and have endured untold hardship of evacuations due to fears of radioactive contamination. I pray for the earliest possible recovery from this unprecedented tragedy.

The disaster affected some JACET activities. Our Spring Seminar is postponed to July 17. Our Summer Seminar is cancelled. Our 50th Annual International Convention will be held as scheduled.

I strongly believe in the resilience of the Japanese people and of JACET members. Our country is facing a test of character and I am convinced we will all rise to the challenge. Let us begin on this path of recovery, rebuilding and renewal.

Jimbo Hisatake  (JACET President)
Japan Association of College English Teachers

**TEFL Jobs in Japan: Disaster Areas**
www.teflengland.co.uk/tefl-jobs-in-japan-disaster-affected-areas.asp

Recruiters in Japan are looking for teachers after the Tohoku disaster. Many schools are being used as evacuation centres, while others are unable to use their buildings. A large number of children have been orphaned or relocated.

This is an opportunity to make a difference in a disaster-hit region and to help Japanese children and their communities return to normal. These posts will offer long-term support by helping to re-establish normal routines, so that children feel safe and secure as they and their communities recover.

In your English classes, you would be assisting children by establishing structure and routine. You will need a calm, positive manner, while still able to show sensitivity and extra attention to children dealing with difficult situations and feelings. With continuing infrastructure issues, these positions are best suited to teachers who are willing to forego some amenities that most would take for granted.

We need teachers who can arrive in Japan by June 19, 2011. Training, support and airfare are offered. Candidates may be assigned anywhere in Japan, including the provinces most affected by the disasters (Miyagi, Fukushima, Iwate, Ibaraki). All posts will be outside the 80km exclusion zone around the Fukushima Dai-ichi Power Plant.

- For full details, see the website above.
### Special Feature

**Teaching about Disasters and the Tohoku Earthquake**

#### 10 Teaching Ideas on Tohoku

1. **Understand the basics**: use readings, data and news clips to explain what happened
2. **Follow the story**: use articles, news clips and timelines to keep up with developments
3. **Map the destruction**: use printed and on-line maps to study affected areas in Japan
4. **Put a human face on the disaster**: read stories of individual to keep things personal
5. **Respond to photos**: have students respond (orally or in writing) to Tohoku photos
6. **Consider how the story is told**: research the challenges faced by journalists in reporting
7. **Timeline Japan’s history**: compare Tohoku with other Japan disasters (Kobe, Yokohama)
8. **Recall past nuclear crises**: compare Tohoku with Chernobyl and Three Mile Island
9. **Debate nuclear power**: look at the pros and cons of nuclear power in Asia, Europe, the US
10. **Understand nuclear meltdowns**: use video and readings to understand radiation dangers
     - 20 Ways to Teach about the Disaster in Japan

### International Aid: Countries

<table>
<thead>
<tr>
<th>Afghanistan</th>
<th>Australia</th>
<th>Bangladesh</th>
<th>Canada</th>
<th>China</th>
<th>Germany</th>
<th>Israel</th>
<th>Mexico</th>
<th>Mongolia</th>
<th>North Korea</th>
<th>Pakistan</th>
<th>Russia</th>
<th>Switzerland</th>
<th>Taiwan</th>
<th>Thailand</th>
<th>the U.K.</th>
<th>the U.S.A.</th>
<th>Vietnam</th>
</tr>
</thead>
</table>

### International Aid: Projects

- Artistes 311: Love Beyond Borders (Hong Kong)
- Fight and Smile Campaign (Taiwan)
- Songs for Japan Charity Album (USA)
- Pray for Japan Campaign (Korea)
- Tomo T-shirts for Japan (Italy)
- Music for Relief: Download to Donate

### International Aid: Groups

- Samsung (Korea)
- Disney Corp (USA)
- Barclays Bank (UK)
- Nestle (Switzerland)
- L’Oreal (France)
- Daimler (Germany)
- Embassy of Kuwait
- Qatar All Star Soccer
- Delta Airlines
- New York Yankees

### International Aid: Individuals

- Jackie Chan
- Clint Eastwood
- Choi Ji-woo
- Lady Gaga
- Queen Elizabeth II
- Sandra Bullock
- Bae Yong-joon
- Naomi Campbell
- Pope Benedict
- Masayoshi Son

### Disaster Vocabulary

<table>
<thead>
<tr>
<th>DISASTER VOCABULARY</th>
<th>How do you say _____ in English?</th>
<th>What does _____ mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>disaster saigai 災害</td>
<td>casualty shishoza 死傷者</td>
<td>Self Defense Forces jiei-tai 自衛隊</td>
</tr>
<tr>
<td>earthquake jishin 地震</td>
<td>dead/killed shisha 死者</td>
<td>radiation hoshano 放射能</td>
</tr>
<tr>
<td>volcano kazan 火山</td>
<td>injured kega-nin けが人</td>
<td>nuclear fuel kaku neryo 核燃料</td>
</tr>
<tr>
<td>flood kozui 洪水</td>
<td>missing yukue-fumei 行方不明</td>
<td>power plant hatsudensho 発電所</td>
</tr>
<tr>
<td>famine kikin 饥餓</td>
<td>victim giseisha 犯罪者</td>
<td>to destroy hakai suru 破壊する</td>
</tr>
<tr>
<td>fire kaji 火事</td>
<td>evacuee hinan-min 避難民</td>
<td>to evacuate hinan suru 避難する</td>
</tr>
<tr>
<td>tsunami tsunami 津波</td>
<td>debris / rubble gareki 瓦礫</td>
<td>to be injured kega suru けがする</td>
</tr>
<tr>
<td>tornado tatsumaki 竜巻</td>
<td>evacuation center hinanjo 避難所</td>
<td>to be killed naku naru 亡くなる</td>
</tr>
</tbody>
</table>

Global Issues in Language Education 15

Newsletter Issue #79  April 2011
## Natural Disasters of the 21st Century

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Date: March 11, 2011</td>
<td>Date: February 22, 2011</td>
</tr>
<tr>
<td>Country: Japan</td>
<td>Country: New Zealand</td>
</tr>
<tr>
<td>Region: Tohoku Region</td>
<td>Region: Christchurch</td>
</tr>
<tr>
<td>Magnitude: 9</td>
<td>Magnitude: 6.3</td>
</tr>
<tr>
<td>Casualties: 25,000 dead</td>
<td>Casualties: 181 dead</td>
</tr>
<tr>
<td>5,300 injured</td>
<td>2,000 injured</td>
</tr>
<tr>
<td>500,000 homeless</td>
<td>2,000 homeless</td>
</tr>
<tr>
<td>Casualties included 19 foreign residents. Disaster aid was offered by 116 countries and 28 NGOs.</td>
<td>Casualties included English students from Japan, China, Saudi Arabia, Thailand, Taiwan and Korea.</td>
</tr>
</tbody>
</table>

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<tr>
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<tbody>
<tr>
<td>Date: January 12, 2010</td>
<td>Date: May 12, 2008</td>
</tr>
<tr>
<td>Country: Haiti</td>
<td>Country: China</td>
</tr>
<tr>
<td>Region: Port-au-Prince</td>
<td>Region: Sichuan Region</td>
</tr>
<tr>
<td>Magnitude: 7.0</td>
<td>Magnitude: 8.0</td>
</tr>
<tr>
<td>Casualties: 250,000 dead</td>
<td>Casualties: 88,000 dead</td>
</tr>
<tr>
<td>300,000 injured</td>
<td>375,000 injured</td>
</tr>
<tr>
<td>1.5 million homeless</td>
<td>5 million homeless</td>
</tr>
<tr>
<td>Today, one year later, 1 million people are still displaced and 95% of the debris is still not cleared.</td>
<td>Over 5,000 school children were killed when 7,000 school buildings collapsed due to bad construction.</td>
</tr>
</tbody>
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</thead>
<tbody>
<tr>
<td>Date: August 29, 2005</td>
<td>Date: December 26, 2004</td>
</tr>
<tr>
<td>Country: the United States</td>
<td>Country: South-east Asia</td>
</tr>
<tr>
<td>Region: New Orleans</td>
<td>Region: Indian Ocean</td>
</tr>
<tr>
<td>Magnitude: Category 5</td>
<td>Magnitude: 9.2</td>
</tr>
<tr>
<td>Casualties: 1,840 dead</td>
<td>Casualties: 230,000 dead</td>
</tr>
<tr>
<td>7,000 injured</td>
<td>125,000 injured</td>
</tr>
<tr>
<td>400,000 homeless</td>
<td>1.7 million homeless</td>
</tr>
<tr>
<td>70 countries offered disaster assistance. Among the very first were US “enemies” Cuba and Venezuela.</td>
<td>Tsunami deaths occurred in 15 Asian and African nations. Over 9,000 tourists died, mostly European.</td>
</tr>
</tbody>
</table>

### Natural Disasters: Data Questions
1. What was the name of the disaster?
2. When did it take place?
3. Where did it take place?
4. How big was it?
5. How many people were killed?
6. How many were injured?
7. How many were left homeless?

### Discussion Questions
1. What do you know about these disasters? Explain.
2. Which disasters caused the most casualties? Why?
3. What were you doing on March 11 when the earthquake and tsunami struck Tohoku?

### Research Projects
1. Choose one disaster above to research and report on.
2. Choose one NGO below to research and report on.

### NGOs Involved with Tohoku Relief
- The Red Cross
- World Vision
- Oxfam Japan
- Care International Japan
- Japan Volunteer Center

### PEACE Boat
- UNICEF
- Peace Winds Japan
- Peace Boat
- Save the Children
- Habitat for Humanity
- Second Harvest Japan
- Association for Aid & Relief
Healing Ourselves, Healing the World through Poetry
by Jane Joritz-Nakagawa  (Aichi University of Education, Japan)

Introduction

Can poems change the world? Carl Jung reportedly said that no social change is possible without personal individual change. I believe students and teachers can fruitfully explore thoughts, feelings, events, actions, ideas and history through poetry together in the classroom.

Scholars such as Leedy (2006), Alschuler (2006) and Mazza (2003) claim that reading, writing and sharing poems with others in a group setting can lead to improved self-esteem, an increased awareness of self and others, enhanced creative problem-solving abilities, better communication skills, better perspective taking and an expanded view of life.

In addition to teaching university courses in American poetry, British poetry and comparative poetry, I use poems in many of my global issues theme-based required EFL and other courses to introduce topics such as war, gender, animal rights, environmental destruction, homelessness, poverty, mental illness and others to my intermediate level English students majoring in education.

Poems can be short, fun, thought-provoking, meaningful and memorable. They lend themselves well to group discussions, critical thinking, and to speaking, listening, pronunciation, reading and writing activities. They can even be used for grammar practice to highlight key structures.

In this article, I will offer examples of poems for global issues education that I have used in class, with comments about how I’ve used poetry and how students have reacted to this instruction.

Teaching about war using poems

There is no shortage of poems in English about war, many accessible to the intermediate level English learner. One example is *Wisdom and War* by Langston Hughes, which can easily be found on the web. This poem is 14 lines long, and each line only two to four words in length, so the length is within the still linguistically developing Japanese learner range. Furthermore, the language used is very simple. For copyright reasons, I will excerpt the beginning of the poem, only:

<table>
<thead>
<tr>
<th>We do not care</th>
<th>We are not wise</th>
</tr>
</thead>
<tbody>
<tr>
<td>That much is clear.</td>
<td>For that reason,</td>
</tr>
<tr>
<td>Not enough</td>
<td>Mankind dies.</td>
</tr>
</tbody>
</table>

After pointing out that the current word is now "humankind" versus “mankind” (Hughes' poem was written decades ago), one way I have used this poem in class is to ask students to read it and then discuss the meaning of the poem in a small group. Subsequently, I ask students to discuss with their partners questions such as: Do you agree that people don’t care? Why or why not? Do you think war is a result of a lack of human wisdom? What are the causes of war, in your opinion? What are some solutions to or alternatives to war?

A follow up activity can be to have students write about what they think are the causes of or solutions to war, and/or to compose their own short poems in English related to war or peace.

A more challenging example is the sonnet next to of course god america i by e. e. cummings, available at www.poemhunter.com/ or in English with Japanese translation in Kamei & Kawamoto (2006). Yet another, which can be found on the Internet, is Allen Ginsberg’s HUM BOM! I frequently use audio recordings of Ginsberg and Cummings reading these poems aloud in class because they make for lively listening practice (both poets were accomplished performers).

For teachers interested in probing further, there are many anthologies of war poetry in English and also bilingually (Japanese and English, especially related to the atomic bombings). The internet provides the cheapest and easiest way of finding poems for class lessons for the busy global educationalist. Anthologies of Japanese poetry in English that include poems about war include Arthur Binard's *Nihon no mei shi, eigo de odoru* (2007) and *Tanoshii inazuma* edited by Hajime Kijima (1998). Another favorite book, in English, is Fishman's anthology of Holocaust poetry (2007).

Teaching about gender using poems

Also at www.poemhunter.com is a poem titled *Homage to My Hips* by the recently deceased African American poet Lucille Clifton. It begins:

these hips are big hips.
they need space to
move around in.
they don't fit into little
petty places. these hips
are free hips.
they don't like to be held back.
these hips have never been enslaved
The entire poem is not very long. Although it’s linguistically simple, some students will not at first understand why the speaker is "proud" of having large hips. Students in cooperative learning groups can help each other understand its message - that a woman need not be petite or slim, that she can/should be proud of who she is no matter what size she is, that conventional standards of (female) beauty are limited and artificial, that being large may have advantages (and that the speaker is proud of her African American heritage!).

Another poem I have used successfully in class is Viva Lesbians from the anthology other side river (1995). Because it brings up many interesting themes in a few stanzas, such as the so-called "comfort women" (World War II sexual slavery), Koreans in Japan, and lesbianism, the post-reading discussion trends to be very valuable and I find students discuss it with much enthusiasm. Post- or pre-reading activities can include student research about the issues raised as well as writing activities.

Other poems I have used include poems by women about domestic violence such as In the Fist of Your Hatred and excerpts from The Prologue by Anne Bradstreet, both easily found online.

Teaching about racism using poems

In addition to books, I use or have students use websites such as Poets.org, Wikipedia and PoemHunter.com to find poems, poets, biographical information or historical contexts to learn more fully about issues raised in poems.

The book othersideriver has poems in English translation from the Japanese, for example, that refer to Ainu and Korean residents of Japan. Many anthologies group together poets and poems by minority status, gender, etc. from a variety of countries for teachers interested in searching for more poems on racism, ethnicity or ethnic identity.

The poets Langston Hughes and Lucille Clifton are two of many African American poets who have written accessible poems about racism (and other themes). There are many others, one being Maya Angelou, who has many poems on the Internet. One of my students found Angelou’s poem Still I Rise. This poem ends:

Leaving behind nights of terror and fear, I rise
Into a daybreak that’s wondrously clear, I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise. I rise. I rise.

My student found this easy to analyze without help so it may be a good poem for a class lesson if your students are intermediate level like mine.

Gwendolyn Brooks is another well known African American poet whose work I have used in class and whose poetry can be found easily on internet.

Teaching about nuclear energy and responding to the Tohoku/Fukushima disaster with poems

In April 2011 students in my poetry courses were instructed, on the first day of classes, to write a poem together with a classmate (by alternating writing lines on a single sheet of paper) about an event in the news, such as the Tohoku earthquake/tsunami or Fukushima power plant disaster. Many chose to write poems about the earthquake which were shared with the whole class. Follow-up activities included discussing our feelings about the events as well as discussing how student volunteers can take part in relief efforts.

In one class, we read a famous poem by the well-known poet Miyazawa Kenji, a vegetarian from Iwate Prefecture concerned with human rights whose biography may be read in English at Wikipedia. The poem, titled "Ame ni mo Makezu" is available in both English and its original Japanese at the website: http://en.wikipedia.org/wiki/Ame_ni_mo_Makezu.

This poem is useful for values clarification and discussing volunteerism. Students in my class wrote poems (many were quite moving) about the person they wish to become, after discussing this one. The post-reading discussion can be linked to volunteering to help relief efforts in Japan since helping others is the theme of the poem.

A poem I use in my American poetry course is Power by Adrienne Rich (at www.americanpoems.com as well as on the Voice Of the Poet: Adrienne Rich audio-book CD). The second stanza reads:

Today I was reading about Marie Curie:
she must have known she suffered from
radiation sickness
her body bombarded for years by the element
she had purified.
It seems she denied to the end
the source of the cataracts on her eyes
the cracked, suppurating skin of her finger-ends
till she could no longer hold a test-tube
or a pencil

This poem can prompt a discussion about the history of radiation and effects of radioactivity, the latter much in the news since the Fukushima power plant accident.

When discussing radiation, students may be interested in selections from Japanese atomic bomb literature. I have used many such works in class; for example, "Skinning Tomatoes" in Masako's Story by Otake (2007). The English translation is well within
the linguistic grasp of my intermediate level students. It is just one of many poems which graphically depict the suffering of atomic bomb survivors (in this poem, people whose flesh is falling from their bones after the atom bombs are compared to skinned tomatoes).

**Other global issues themes and poetry**

Poems deal with other global issues topics such as environmental destruction and animal rights. Hajime’s bilingual (Japanese-English) anthology *Tanoshii inazuma* (1998) is one source I have used frequently for suitable poems about some of these topics. For example, it has a six line poem titled *Dobutsutachi no osoroshii yume no naka ni (In the fearful dreams of animals)* which invites the reader to take the perspective of animals:

in those fearful
dreams of animals
let not the humans appear, I pray

and the poem *Chiisa na wakusei* (Little planet) by Shiraishi Kazuko, a meditation on human destruction of the planet in the 21st century. Poems about homelessness or written by homeless persons can be found online as can poems about just about any world or social issue.

More advanced students might enjoy excerpts from poetry books such as Nowak (2004) and Hogue (2010) about U.S. factory worker rights and Hurricane Katrina as further examples of the relation of poetry and activism, or Schultz’s 2008 book about her mother’s dementia. In an interview with me (to be available online soon), Hogue commented that for her writing and reading poems was a way of learning to be less judgmental!

**Beyond the Poem**

My students are interested to learn that many poets, now and in the past, have been activists for a variety of issues including GLBT rights, peace, the environment, women’s rights and racial equality. Wikipedia and Poets.org contain biographical information on famous poets that students can use for their own related speeches and reports. This year there have been numerous events in Japan organized by writers to raise money for Tohoku relief. An international event that I’m taking part in personally this year is called *100,000 Poets for Change*: www.bigbridge.org/100thousandpoetsforchange/.

**Conclusion**

My students tend to react very favorably to poems in the classroom, so long as the poems are not so challenging as to frustrate them. In general, they like the brevity and musicality of poems, and thinking, talking and writing about the ideas in poems. Students overwhelmingly claim in course evaluations that writing and sharing their own poems, which we do after studying model poems, is very useful and enjoyable. This sharing of student work is additionally a way of having students get to know each other, which I believe helps create a more friendly and humanistic global issues classroom environment. Students can also increase their understanding of foreign cultures and diverse viewpoints by attempting to take the perspective of speakers in poems and, in some cases, learning about the poem’s author or the poem’s historical context. They also learn to share each other’s perspectives by reading and responding to each other’s original work in class.

**References**


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Aichi University of Education, Kariya, Japan

E-mail: <janenakagawa@yahoo.com>
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*Breaking News English* is a cool website run by Sean Banville which offers (free!) over 1,000 ready-made EFL/ESL lessons on news and current events. Browse his great menu of topics and try these out in your class!

2011 marks the 50th anniversary of the human rights NGO *Amnesty International*. Check their website, buy their materials, and teach your students the dramatic story of how Peter Benenson began AI in 1961.

*Global Giving* is a website which enables students, teachers and schools to donate money to help solve global issues around the world in such areas as *children, health, animals, human rights, environment and gender*.

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Robert Seltman’s great *Global Issues* website introduces EFL students to a range of key global topics such as rainforests, human rights, tourism, peace, conflict, gender, refugees, “us & them” and the UN. Take a look!

*Peace Boat* is a Japanese NGO which organizes round-the-world cruises each year to study world regions and global issues. They now offer special programs for college students. Encourage your students to join!

*ESL Etc.* is a great website dedicated to bringing global issues, global education and global activism into the language classroom. It offers free handouts, resources, podcasts plus a teachers’ forum. Check it out!

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JALT’s forming Critical Thinking SIG aims to share teaching ideas and research on critical thinking. For more details, contact Roehl Sybing <roehl.sybing@gmail.com>

*The United Nations Cyber School Bus* website offers a variety of great teaching materials, country profiles, data, games, quizzes, class activities and resources on global themes.

*Oxfam Education* is a great UK global education website for teachers and students packed with information, news and teaching resources on world issues and global citizenship.

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<th><strong>Global Issues in English</strong></th>
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*Global Issues in English* is an EFL website created by GILE Membership Chair Tim Grose of Sapporo, Japan. It provides a complete on-line EFL textbook on global issue themes.

*Facing the Future* is a great US website which features a global educator’s zone, free teaching units, 60-second tours of global issues and a great *Fast Facts, Quick Action* page.

*Global Issues* is a great informational website with 500+ articles on topics from ranging from military spending racism and Iraq to poverty, the environment and the arms trade.
(1) “Global”  A 6-level English course.  Series editor: Lindsay Clandfield  (2010; 2,940 yen per book)
MacMillan Language House  Tel: 03-5227-3538  <elt@mlh.co.jp>  <www.mlh.co.jp>

*Global* is a 6-level English course for adults. It aims to prepare learners for English in a
global world through topics, video and on-line learning activities about people around the
world. The series features real lives, international voices, foreign accents, cultural

I  Global Beginner  (Kate Pickering & Jackie McAvory)
The 15 units in this zero beginner book touch on countries and nationalities, world families, World Heritage sites, Cuban food, shopping in Cairo, Maya and Khmer, world news, indigenous tribes, wild animals, Mark Twain and world languages.

II  Global Elementary  (Lindsay Clandfield & Kate Pickering)
The 10 units in this high beginner book deal with global English, world licence plates, world cities, Scottish clans, world calendars, food around the world, world cinema, media literacy, bicycle power, culture shock and the Homeless World Cup.

III  Global Pre-Intermediate  (Lindsay Clandfield)
This book’s 10 units touch on identity theft, 6 degrees of separation, food & drink, TV surveillance, world art, children’s hopes, call center workers, the science of happiness, world time zones, the Grameen Bank, world tourism and the Olympics.

(2) "Global Encounters" by Michiyo Maeda  (2009; ¥2200)  (DVD and text set)
Pearson Longman  E-mail: <elt.jp@pearson.com>  Web: <www.longmanjapan.com>

This 60 page EFL text-and-DVD set aims to teach “real-life” English while exposing
Japanese students to outsider views of their culture via interviews with foreign residents in Japan. People interviewed include a company executive, embassy staffer, artist, IT entrepreneur and professor from a variety of countries. Its 14 units deal with topics such as: Why did you come to Japan? What do you like/dislike about Japan? What’s different from your country? What can the world learn from Japan? Each 4-page unit features a set of warm-up questions, DVD listening tasks and conversation activities.

(3) "Healing Our World: Health and Environment News" by Ogasawara/Cutrone (2010; ¥1890)
Nan’ undo Press  Tel: 03-3268-2311  <nanundo@post.email.ne.jp>  <www.nanundo-do.co.jp>

This 77 page EFL text aims to improve students’ English reading skills while promoting awareness of health and environmental issues. Its 15 units cover topics such as coral reefs, energy use, dams, smoking, global warming and drought in countries such as Peru, Egypt, India, Cuba, Zambia China, the US and the UK. Each 4-page unit features pre-reading tasks, a short reading text plus reading, TOEIC and writing exercises.

(4) "Asian Crossways" by M. Someya, F. Ferrasci and P. Murray  (2011; ¥1900)
Kineido Publishing, Tel: 03-3263-3828  <text@kinsei-do.co.jp>  <www.kinsei-do.co.jp>

This 85 page Japanese EFL reading text takes students on an English journey through an
exciting variety of Asian countries. Its 14 units deal with China, Indonesia, Thailand, Korea, Hong Kong, Taiwan, the Philippines, Brunei, Malaysia, Singapore, Cambodia, Vietnam, Laos and Myanmar. Each 6-page unit contains a locator map, a 1-page dialog, a 2-page essay on the country under study, vocabulary notes, Japanese background information, comprehension questions and a vocabulary exercise.
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<td>Profiles of key floods, fires, earth-</td>
<td>Classic book on the 1923 Yokohama earthquake that destroyed most of Tokyo and killed 120,000 people.</td>
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<td>quakes and other disasters in history.</td>
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<td>Introduction to 100 major disasters from ancient times to the present.</td>
<td>This key book shows how disasters can foster altruism, give life meaning and bring communities together.</td>
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<th>Natural Disasters (DK)</th>
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<td>This illustrated kids’ Eyewitness Guide explains all about disasters.</td>
<td>This book explains about panic, fear, who survives in disasters and why.</td>
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<tr>
<th>Disasters: Natural and Man-made Catastrophes</th>
<th>Emergency Disaster Survival Guidebook</th>
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<td>by Brenda Guiberson (2010) $15</td>
<td>by Doug King (1999) $8</td>
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<tr>
<td>This kids’ book includes the Titanic, Katrina and the 2004 Asian tsunami.</td>
<td>A good popular guidebook on how to prepare for and survive disasters.</td>
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<th>How Does an Earthquake Become a Tsunami?</th>
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<td>This “how does it happen” book for kids explains all about tsunamis.</td>
<td>Great family disaster guide with advice on the elderly, kids and pets.</td>
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<td>Portrays the doctors and nurses who help disaster victims round the globe</td>
<td>Profiles of major disasters, famines, plagues and accidents in history.</td>
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<td>A great children’s picture book that profiles 9 key disasters in history.</td>
<td>Guide on how to lead staff through fires, floods, quakes and other crises.</td>
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<td>Profiles the firefighters, police and paramedics who respond to disasters</td>
<td>This book explains all you need to know about PTSD and its effects.</td>
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The World Around Us
by W. Royal & C. Hoppenrath

Get a copy of this classic ESL textbook from Canada full of classroom topics, readings, ideas and activities for teaching about social issues. Cost: ¥2000 / $20

UN Global Issues Website
Access this United Nations site for teaching resources on AIDS, peace, gender, poverty and other issues.
<www.un.org/works/>

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* www.fairtrade.org.uk

Global Education Maps
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American Forum for Global Education: books on global education, world cultures and global awareness
American Forum for Global Ed., 120 Wall St. Suite 2600, New York 10005, USA  www.gloaled.org

Amnesty International (AI-USA): books, reports, videos on human rights and human rights education
Amnesty International USA, 322 8th Avenue, New York 10001, USA  Web: www.amnestyusa.org

Anti-Defamation League of B’nai B’rith: teaching resources on ethnic minorities and prejudice reduction
Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA  Website: www.adl.org

Center for Teaching International Relations: primary & secondary texts on world cultures / global issues
CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA  Web: www.du.edu/ctir/

Educators For Social Responsibility (ESR): teaching resources on war, peace and conflict resolution
ESR, 23 Garden Street, Cambridge, MA 02138, USA  Fax: 617-864-5164  Web: www.esrational.org

International Education Resource Center (ERIC): Japanese resources on global education / global issues
ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023  Web: www.eric-net.org

Intercultural Press: books and videos on cross-cultural communication, world cultures and study abroad
Intercultural Press, PO Box 700, Yarmouth, Maine 04096, USA  Web: www.interculturalpress.com

National Geographic Society: books, maps, DVDs and CD-Roms on global awareness and world cultures
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New Internationalist: maps, atlases, books, posters, CD-Roms on world development and global issues
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Stanford Program on Int’l & Cross-Cultural Education: texts on world cultures & global issues
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U.N. Bookstore: books, videos, posters, maps on global issues, world cultures, int’l understanding
UN Bookstore, New York 10017 USA  www.un.org/Pubs/CyberSchoolBus/bookstor/index.html

WWF (World-Wide Fund for Nature): books, teaching packs and videos on environmental issues
WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK  Website: www.panda.org
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May 3 World Press Freedom Day  
May 14 World Fair Trade Day  
June 5 World Environment Day  
June 20 World Refugee Day  
June 26 International Day against Drugs  
July 11 World Population Day  
Aug 6 / 9 Hiroshima Day / Nagasaki Day  
Aug 9 World Indigenous Peoples Day


* <wikipedia: international observances/> <www.betterworldcalendar.com> <www.timeanddate.com/holidays/>

GLOBAL ISSUES IN LANGUAGE EDUCATION

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(a) the integration of global issues, global awareness and social responsibility into language teaching
(b) networking and mutual support among language educators dealing with global issues
(c) awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

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